

Lesson Plan	English	Whole Class	
Class: 1/2D	Topic: Writing Info Reports	Week: 4	Date: 20 May 2009
<b>Anticipated Outcomes:</b> WS1.10 Produces texts using the basic grammatical features and punctuation conventions of the text type. WS1.14 Identifies the structure of own literary and factual texts and names a limited range of related grammatical features and conventions of written language			
<b>What do I want the students to do?</b> Write an information report using a proforma and word bank utilising correct conventions of grammar such as headings, technical terms, sentence structure, tense, verbs, paragraphs.			
Activity/purpose/class structure	Resources	Indicators / Assessment	IOT elements
<b>1. How do we find information?</b> <ul style="list-style-type: none"> <li>If I give you a topic and ask you to write an information report, what do you need to do?</li> <li>You need to have pieces of information about the topic. You might write down some questions that will help you? For example, if we are looking at an animal - we could ask what does it eat (Diet), Where does it live (Habitat), what type of animal is it? (Classification).</li> </ul> <p>&gt; <i>Could you write an information report about something else other than animals?</i> (ask for suggestions, then come up with categories eg. Strathfield North Public School - Location, size of school, type of school (eg. primary school), activities, uniform)</p> <ul style="list-style-type: none"> <li>I would list all the pieces of information like a brainstorm on my page, and then I would classify them - just like we did with the crab report last week.</li> <li>Year 2, you are going to go work in pairs with a book to pull out all the information you can, and then you are going to classify it into bundles of information. You're not going to write the information report yet, you're just coming up with the facts that will go into it.</li> <li>Provide proforma of grid to write words to be chopped up and then cut out and stuck on a mind map. Send year 2 off. DISCUSS HANDWRITING</li> <li>Year 1, we are going to do this together with caterpillars. Let's read the book and find out all the information we need</li> </ul>	Caterpillar Diary (Big Book) 7 x info readers	<b>Text Structure</b> <ul style="list-style-type: none"> <li>No evidence of text following information report structure. 1</li> <li>Simple arrangement of information 2</li> <li>Effective use of headings and/or grouping of information 3</li> </ul> <b>Spelling &amp; Punctuation</b> <ul style="list-style-type: none"> <li>Spells a lot of high frequency words incorrectly 1</li> <li>Limited use of capital letters &amp; full stops</li> <li>Spells high frequency words accurately 2</li> <li>Good attempt at using capital letters &amp; full stops</li> <li>Correctly spells 75% of words 3</li> <li>Consistently accurate use of capital letters &amp; full stops</li> </ul> <b>Technical terms</b> <ul style="list-style-type: none"> <li>No use of technical terms 1</li> <li>Some use of technical terms eg Dogs are mammals. 2</li> <li>Extensive use of technical terms 3</li> </ul> <b>Sentence Structure</b> <ul style="list-style-type: none"> <li>Limited sentences written and are incorrectly structured 1</li> <li>3 sentences correctly structured 2</li> <li>At least one complex OR compound sentence</li> <li>Most sentences are correctly structured 3</li> <li>At least one complex and compound sentence</li> </ul> <b>Tense</b> <ul style="list-style-type: none"> <li>Jumps between tense 1</li> <li>Majority of text is written in timeless present tense 2</li> <li>Consistently uses timeless present tense throughout text 3</li> </ul> <b>Verbs</b> <ul style="list-style-type: none"> <li>Limited verbs used in text 1 • Includes simple action and relating verbs in text eg Emus cannot fly. 2</li> <li>Includes a variety of action and relating verbs 3</li> <li>Uses at least 2 adverbs/adverbial phrases</li> </ul> <b>Paragraphs</b> <ul style="list-style-type: none"> <li>No use of paragraphs 1</li> <li>Some use of paragraphs to organise bundles of information 2</li> <li>All or most information is organised into bundles of information</li> </ul>	1.1.2 Demonstrate research-based knowledge of the pedagogies of the content/discipline(s) taught.  3.1.2 Plan and implement coherent lessons and lesson sequences that are designed to engage students and address learning outcomes.

<p><b>2. Find information with Year 1 while Year 2 find themselves</b></p> <p>&gt; I have a book isn't an information report, it does tell us information and as we read, I want you to think about what kind of information we learn about caterpillars and we will write our own information report about caterpillars. We can add some things we know about caterpillars to the report.</p> <ul style="list-style-type: none"> <li>• Read book</li> <li>• Type up bits of information as kids tell me <ul style="list-style-type: none"> <li>- change into moths or butterflies</li> <li>- hatch from tiny eggs</li> <li>- eat own eggshells</li> <li>- have prickly hairs</li> <li>- can shed their skin</li> <li>- can change colour</li> <li>- some are green</li> <li>- have eyes, legs, feelers and a mouth</li> <li>- change into pupas</li> <li>- the pupa stays inside a cocoon for 4 weeks</li> <li>- a moth or a butterfly comes out of a cocoon</li> </ul> </li> <li>• What else do we know? <ul style="list-style-type: none"> <li>- Caterpillars live on plants</li> <li>- Caterpillars eat leaves</li> <li>- Caterpillars can be many colours</li> <li>- Caterpillars have 12 eyes and 8 pairs of legs</li> <li>- Their legs help them to hook onto plants</li> <li>- They can bend and have claws at the end for holding on to food.</li> </ul> </li> <li>• What do I do now if I want to write an information report - I need to bundle the information together....</li> <li>• Title, Classification, Appearance, Habitat, Diet, Other information, Other information, picture. Draw mind map and drag info into the relevant parts</li> </ul>		<p>Year 2 work in pairs with readers whilst I go through Caterpillar Diary with Year 1</p>		
<p><b>3. Discussion of grammar 5-10 min</b></p> <ul style="list-style-type: none"> <li>• I wasn't here the other day, can you explain to me what the timeless present tense?</li> <li>• Write the first part of Caterpillars with Year 1 and 2 present.</li> </ul> <p><b>DO THINKING OUT LOUD to make points about</b></p> <ul style="list-style-type: none"> <li>- Bundles of information (having headlines) with a paragraph underneath.</li> <li>- Spelling words correctly by checking them off the word bank</li> <li>- Using technical terms throughout</li> <li>- Complex sentences. Eg. a better way than caterpillars have... caterpillars have...</li> <li>- the same tense in timeless present</li> </ul> <p>Offer a sample and ask what is wrong with it. Pretend you are the teacher.</p> <ul style="list-style-type: none"> <li>- Spelling mistakes. No punctuation. Sentences could be combined. Information not bundled into paragraphs and headlines. The tense is wrong. Terms not used.</li> </ul>				
<p><b>4. Writing 25 - 30 min. Year 1's stay with me and we construct the first parts</b></p> <p><b>5. Debrief on the floor what pairs of year 2's wrote</b></p>		<p>Print out of word bank about caterpillars.</p>		

# What's wrong with this?

The caterpillar belongs to the insect family they live on plants and eat them too. Caterpillars has 8 pairs of legs 12 eyes and look green and brown. caterpillars shed their skin caterpillars turn into a moth.

Caterpillars go into a shell. Caterpillars come out as a moth or butterfly

## Classification

Insect

## Appearance

Caterpillars have 8 pairs of legs with hooks which help them to hold onto plants. They also have feelers, 12 eyes and a mouth.

## Diet

Caterpillars eat plants, leaves and stems.

## Habitat

## Other information

Caterpillars change into pupas and they go into a cocoon for four weeks. When the caterpillar comes out it can be a moth or a butterfly.

# INFORMATION REPORT

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**Classification:**

**Appearance:**

**Habitat:**

**Diet:**

**Other information:**

**LABELLED DRAWING:**

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